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THE NATIONAL DRAWING COPIES

FOR USE IN

PRIMARY GRADES

DO NOT ROLL THIS BOOK.

DIRECTIONS FOR TEACHERS.

These copies are intended to be used in connection with the Cross Adjustment Drawing Slate, but the drawings will serve equally well as copies when paper is used instead of the slate. The copies may be used by all young pupils, but are intended for public school use. The drawing lessons in the public schools should be given as specified in the Primary Outline of Lessons for the National Drawing Course.

The copies include lines, geometric forms, historic ornament and representations of the real shapes of simple objects; they provide all the copies required for the first three school years.

To use the copies, open the book at the desired figure and fold the two parts back together so that only the page containing this figure can be seen; then place the book upon the easel. The easel should be placed at the back of the desk so that the surface of the book is at right angles to the direction in which the pupil looks upon it.

The figure to be drawn should first be lightly sketched with the Cross pencil upon the slate when the flap is behind it, causing it to appear like a piece of white paper; or lead pencil and paper may be used.

The work should be entirely freehand and done without taking measurements or applying tests, and it should be changed without erasing until it seems correct to the eye. The drawing may then be tested by folding back the flap of the slate and holding the slate in front of the copy so that the lines of the drawing appear to cover those of the copy. If the drawing is correct and not too large or too small the slate may be held so that the lines of the drawing appear to coincide with those of the copy. If the drawing is not correct, only part of its lines can be made at any one time to appear to cover those of the object; the pupil will thus discover at once the difference between his drawing and the copy.

The corrections required to make the drawing exactly cover the copy are to be made by drawing new lines, the flap being behind the slate as it was when the drawing was begun. When the correct lines have been determined the others are to be erased.

At first the drawings should be as nearly as possible the full size of the copies, for it is easier to test these drawings than those which are smaller or larger than the copies.

After a little practice upon full-size drawings the pupils will be able to test drawings which are smaller than the copies by holding the slate nearer the eye than is the book.

In some cases drawings larger than the copies may be tested by holding the slate so that the drawings are concentric with the copies, but generally the drawing should not be larger than the copy. This book should not be removed from the easel while drawings upon the slate are tested. Tracing the copies should not be allowed.

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The copies are not to be drawn in the center of the figures.

Fig. 1.

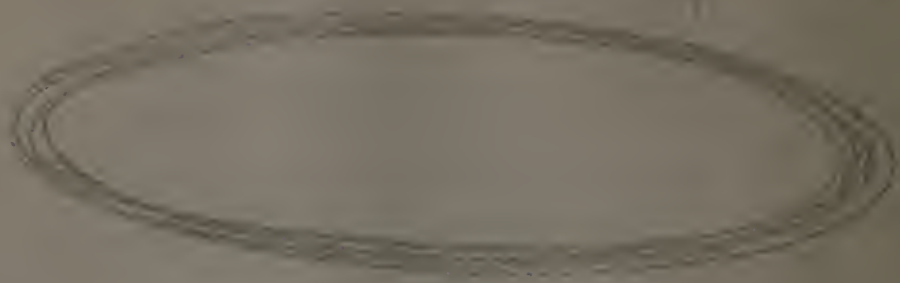
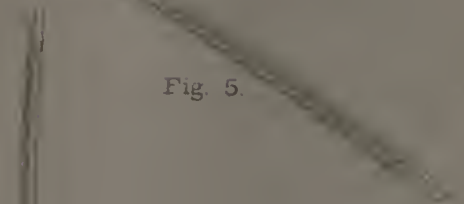


Fig. 2.

Fig. 3



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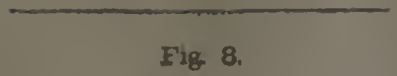


Fig. 8.

Fig. 10.

Fig. 11

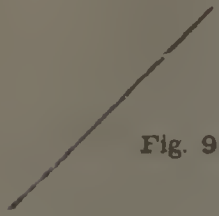


Fig. 9

Fig. 7.

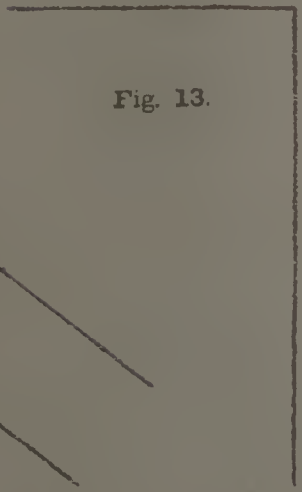
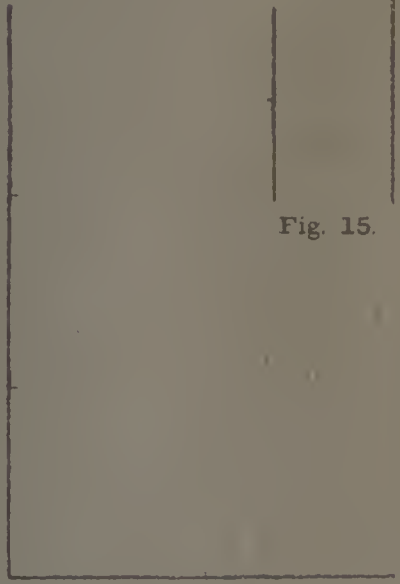
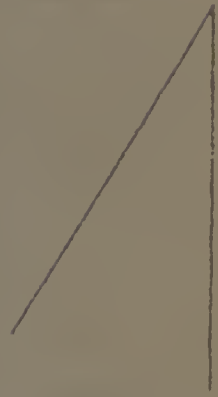


Fig. 13.

Fig. 15.





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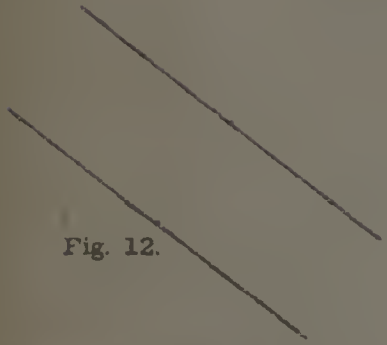

Fig. 12.

Fig. 14.

Fig. 17.

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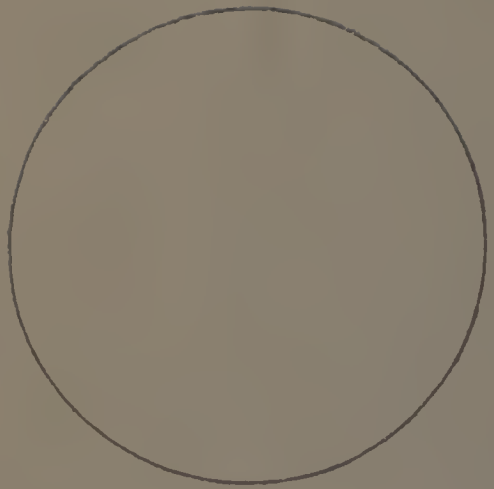
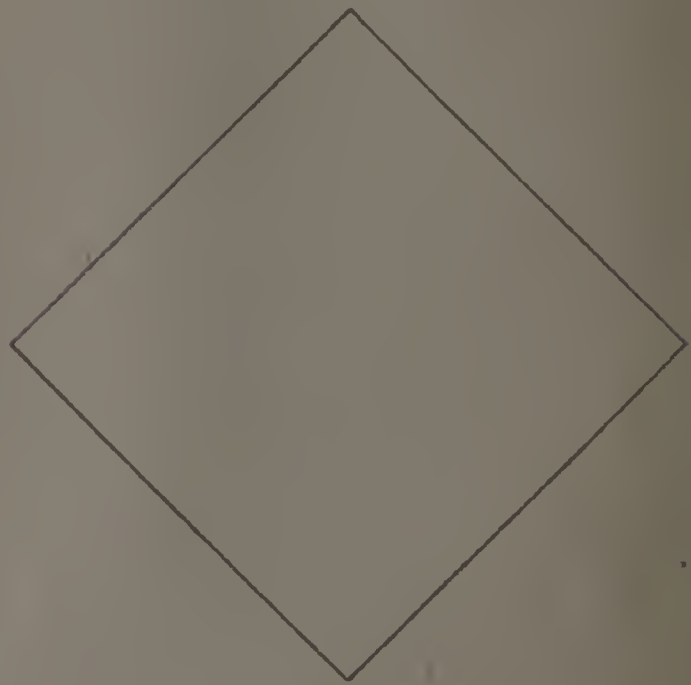


Fig. 18.

Fig. 20.

Fig. 19.



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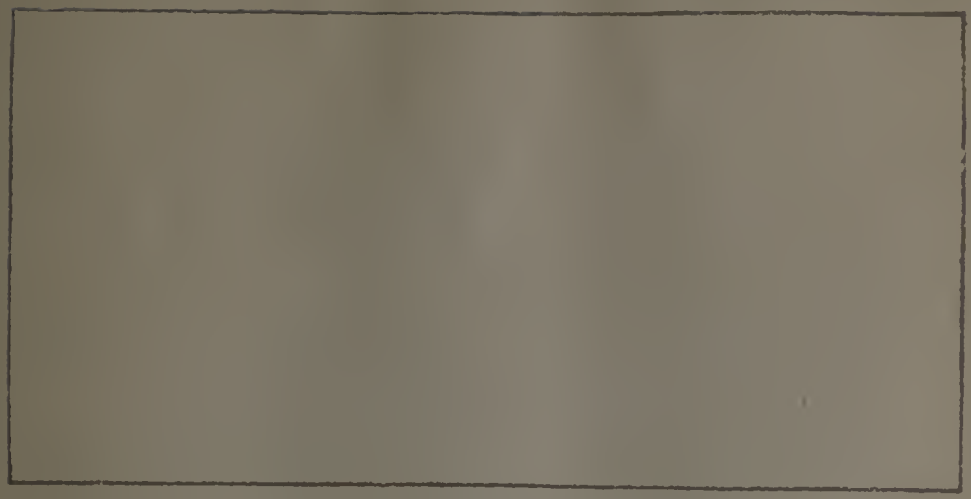

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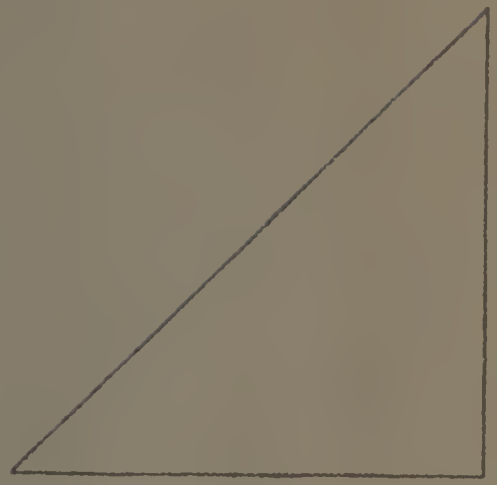

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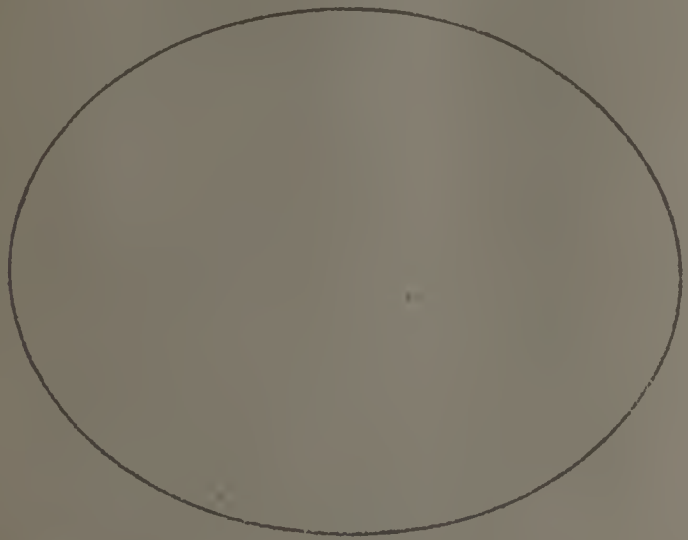

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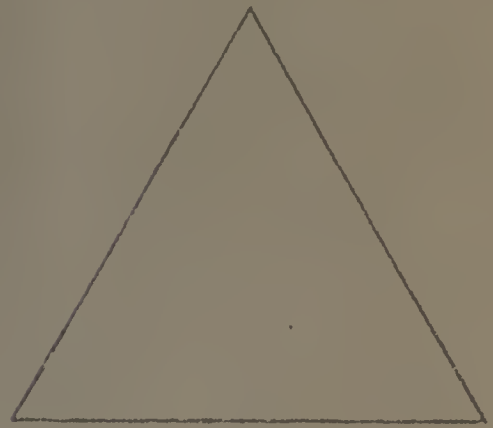

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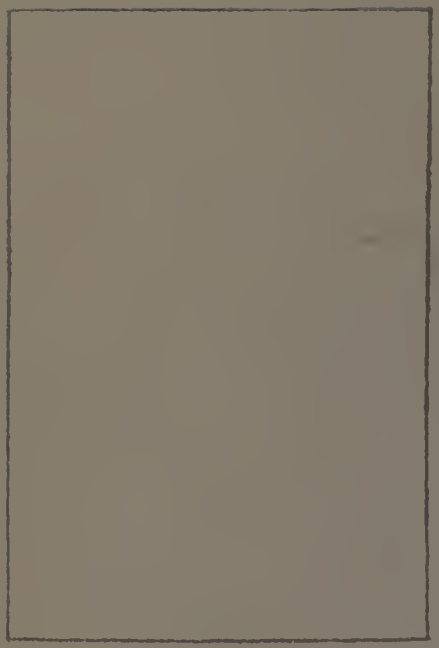

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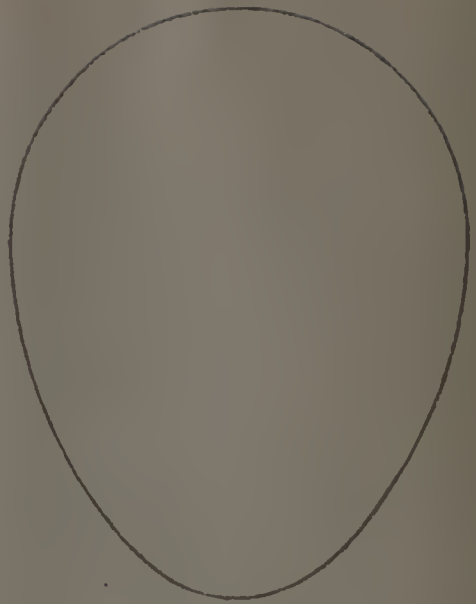

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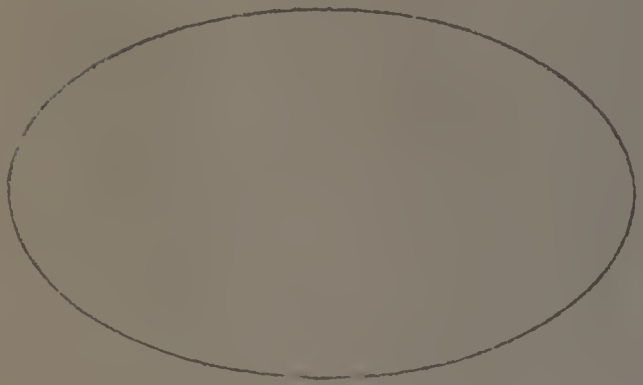

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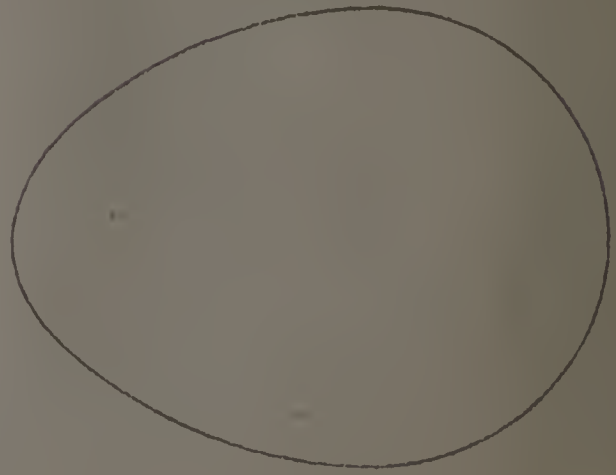

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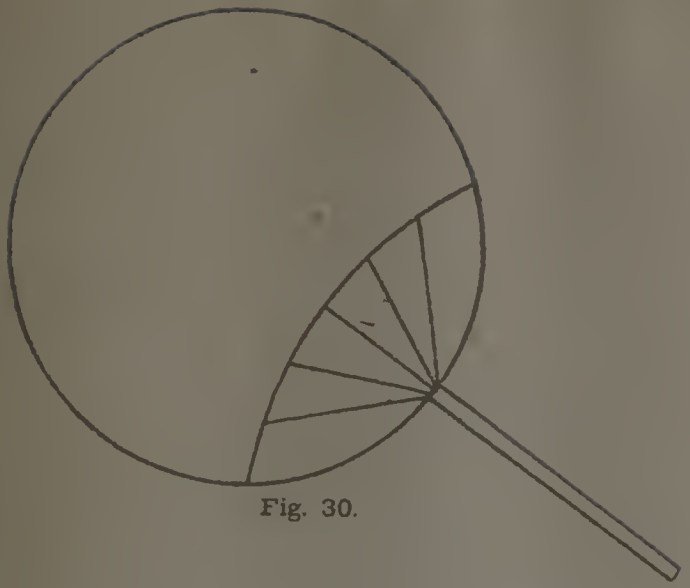

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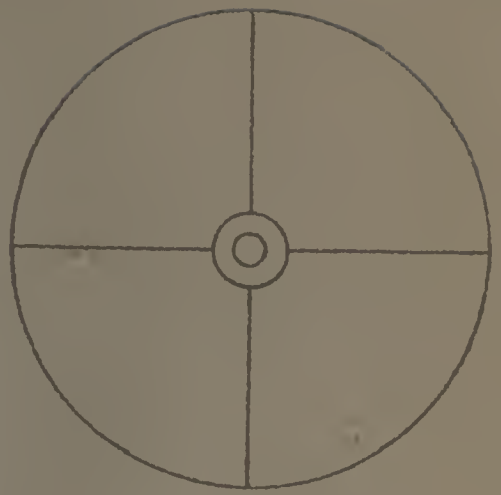

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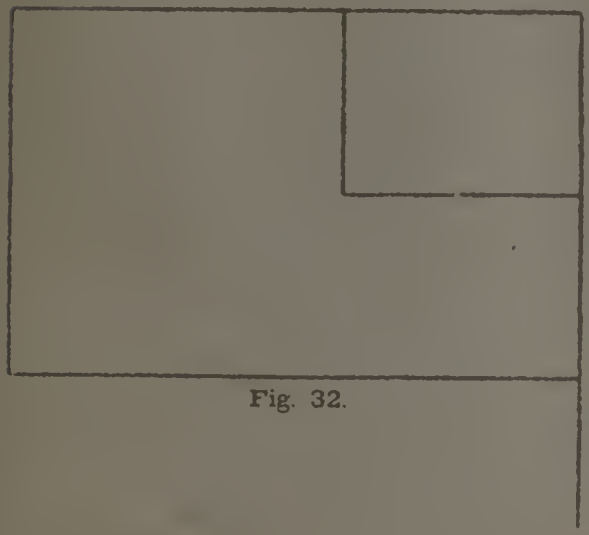

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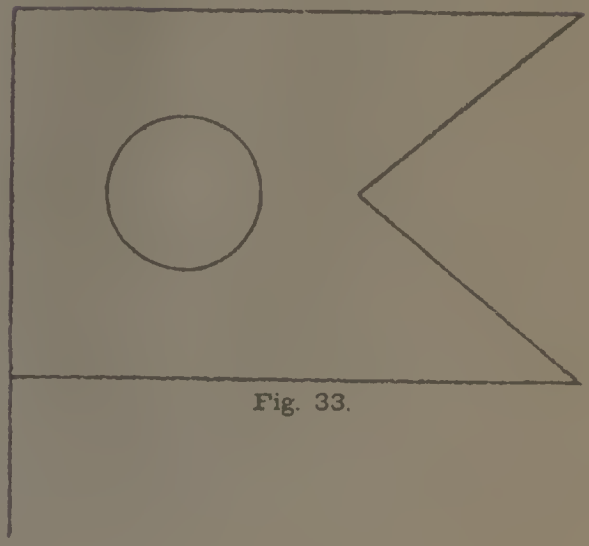

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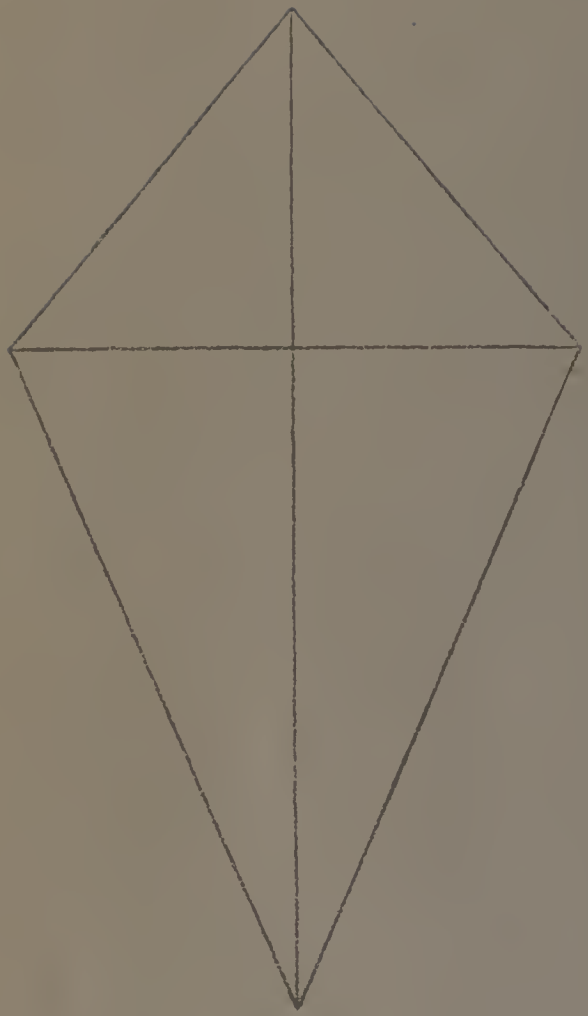

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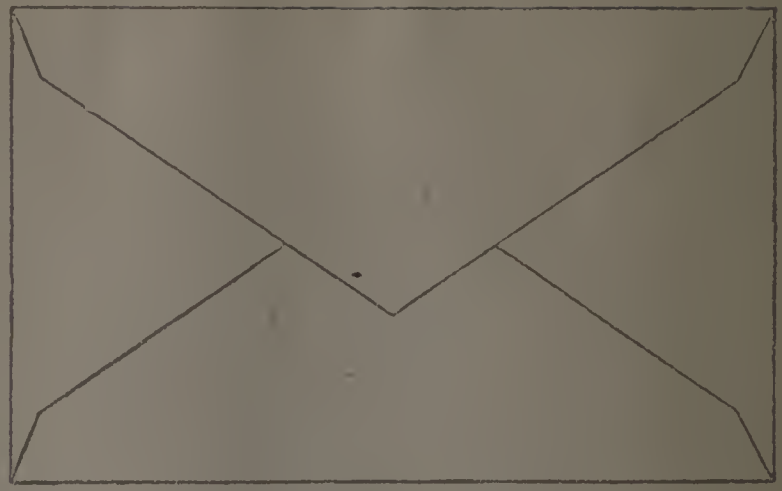

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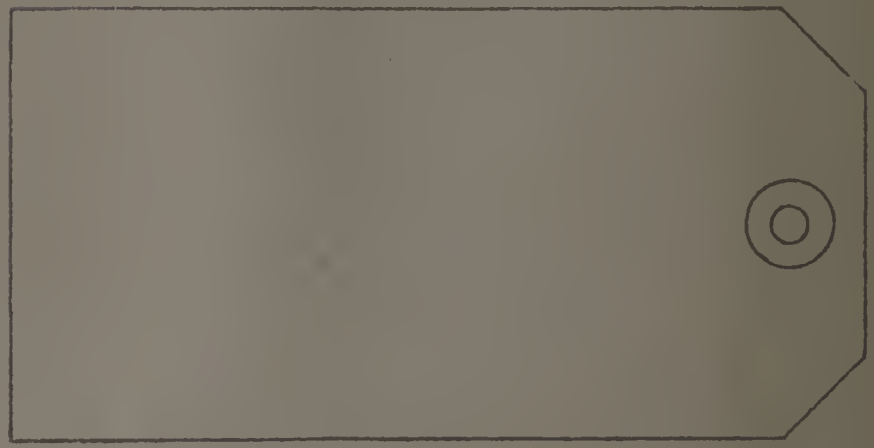

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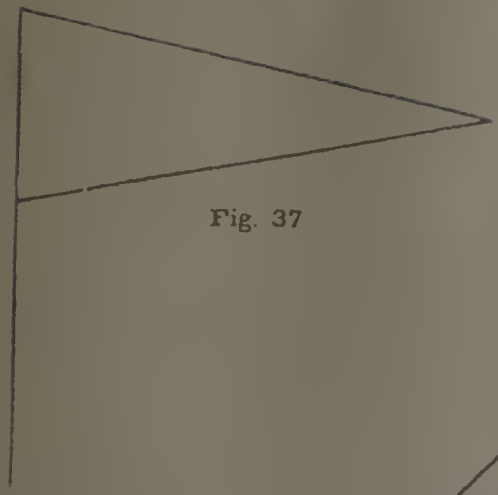

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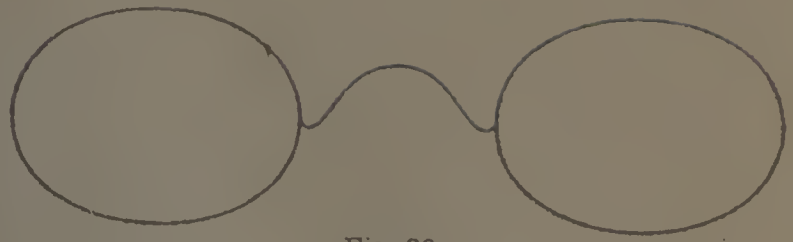

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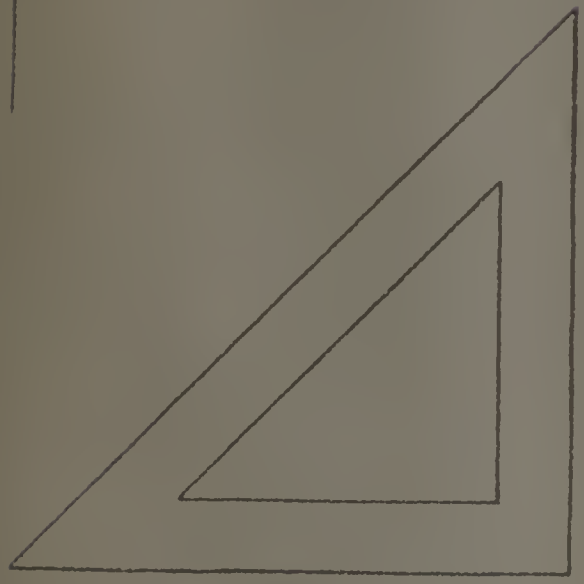

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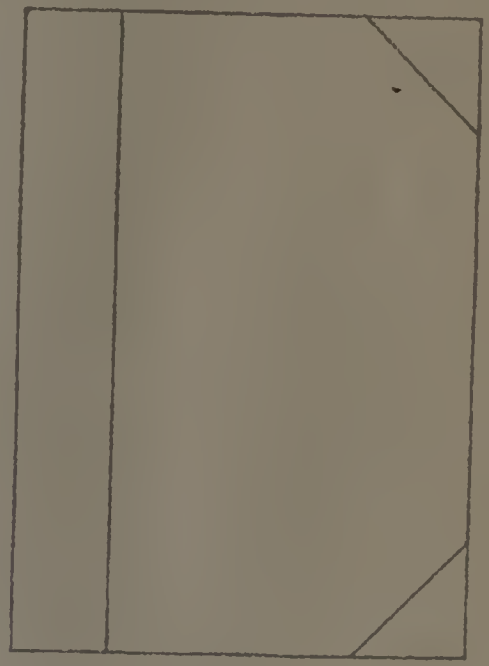

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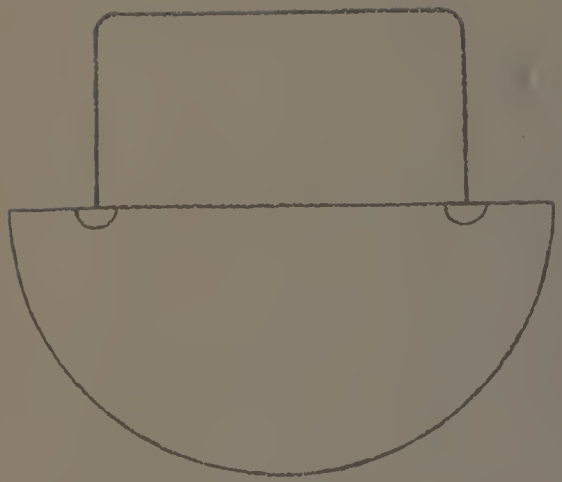

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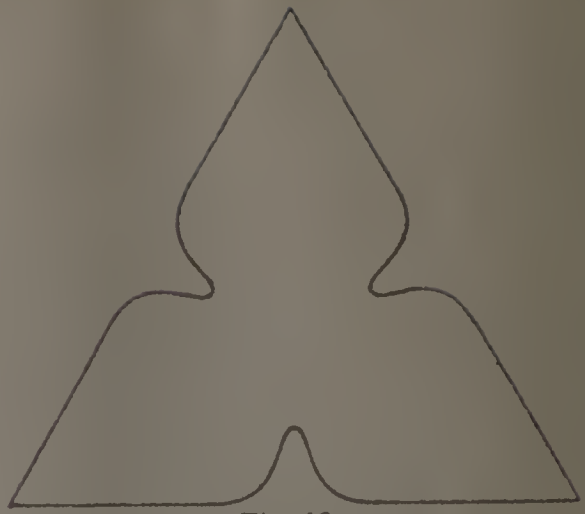

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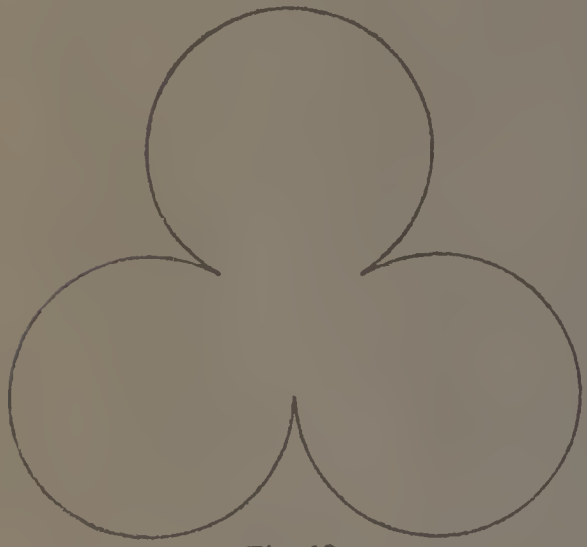

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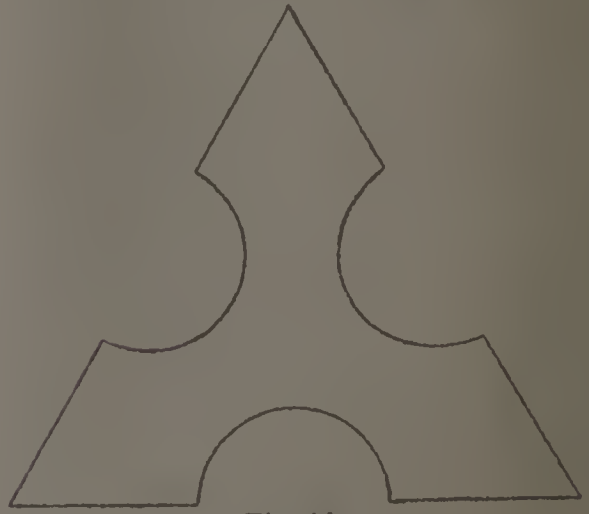

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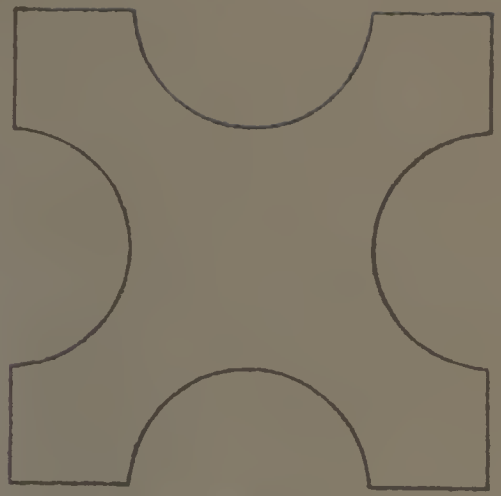

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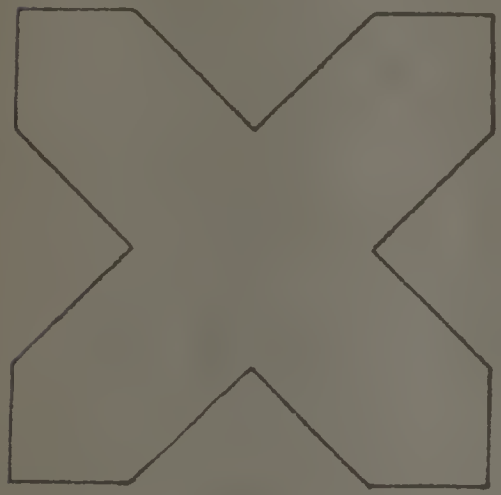

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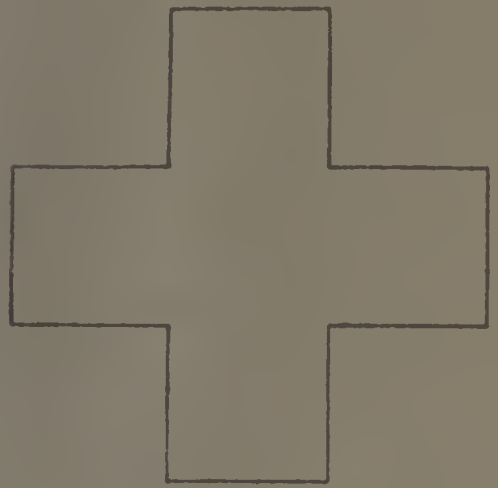

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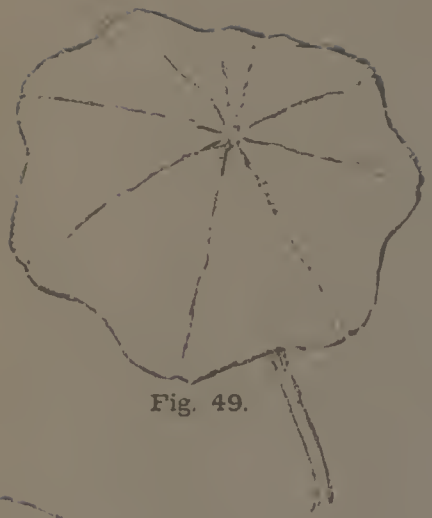

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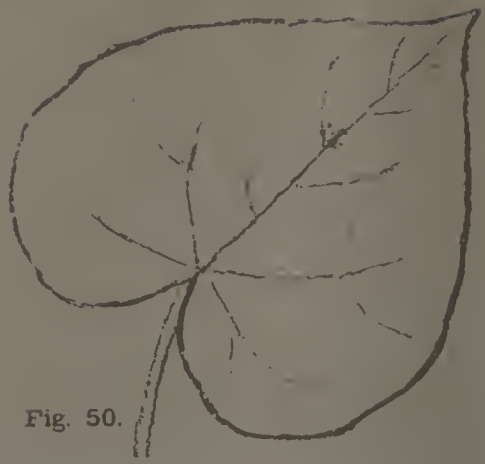

Fig. 50.

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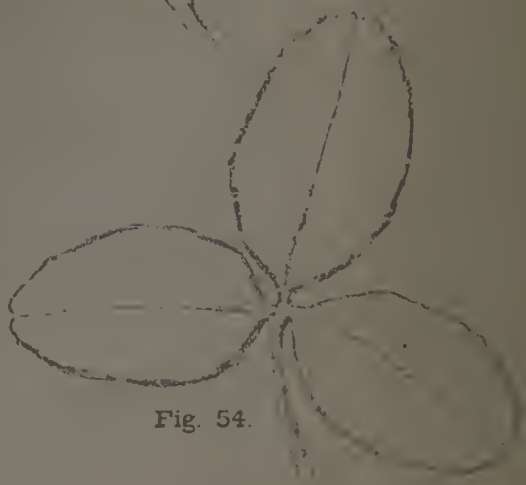
Fig. 53.



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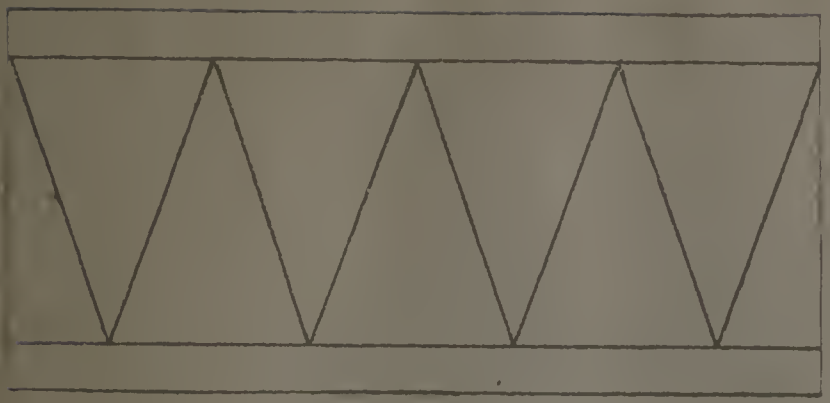

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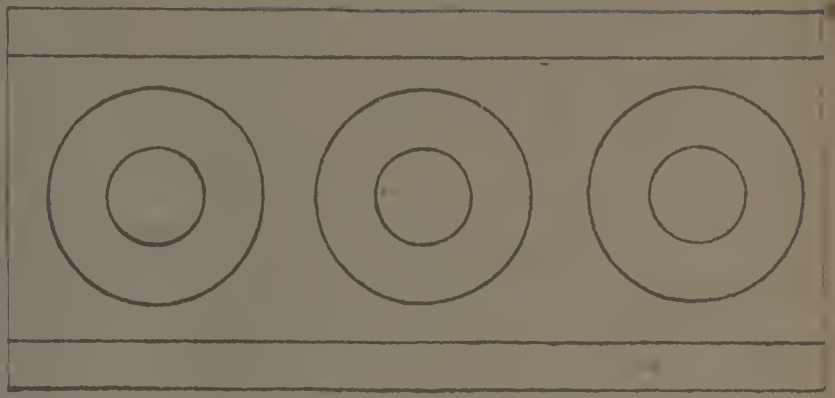

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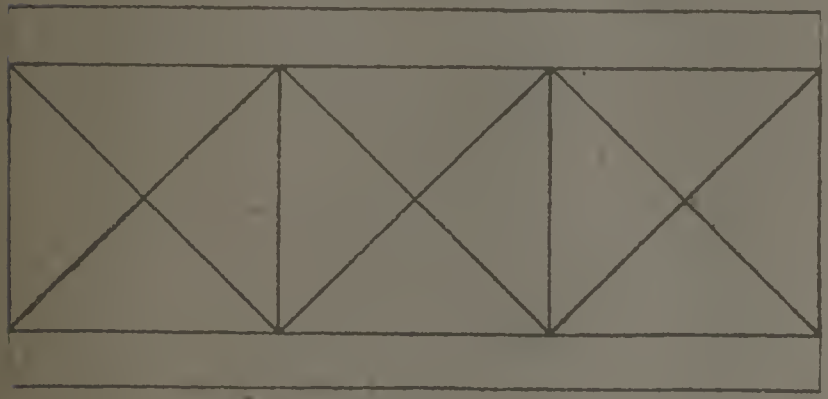

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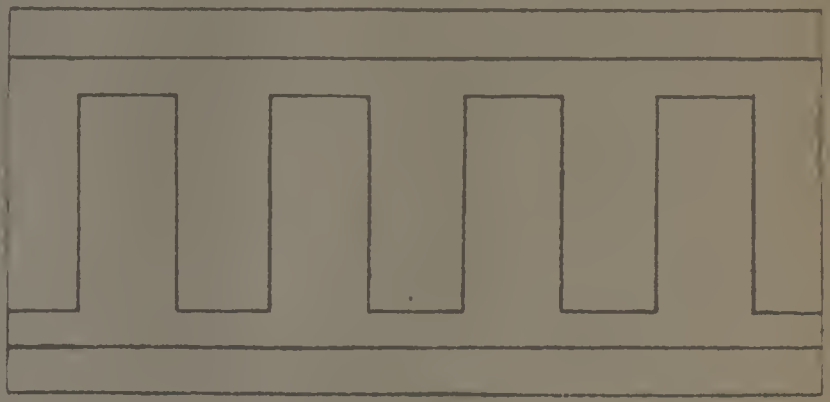

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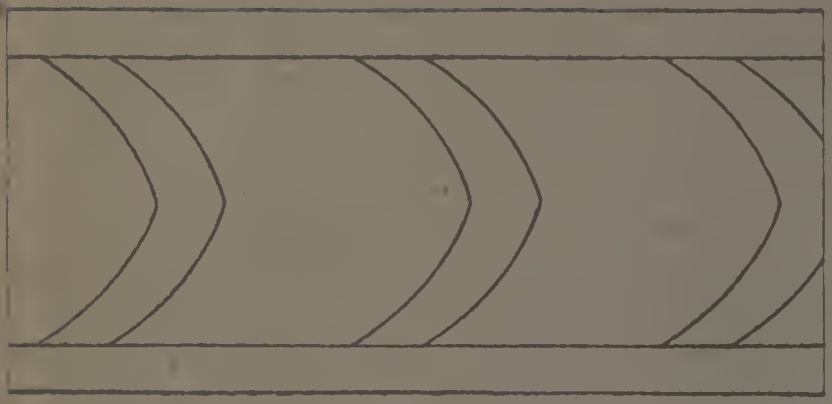
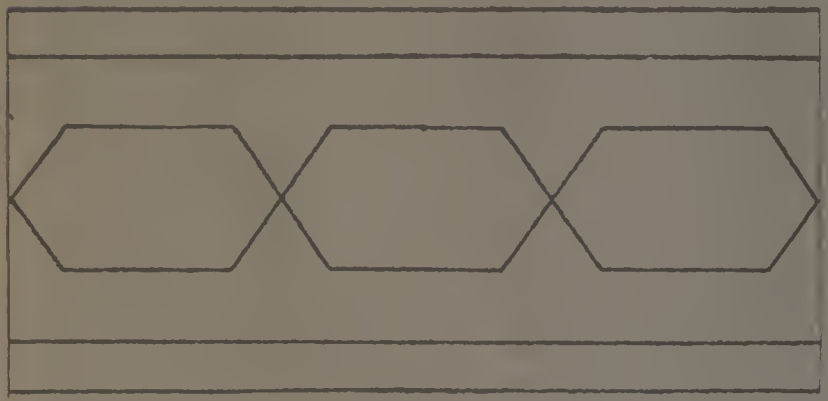


Fig. 59.

Fig. 60.



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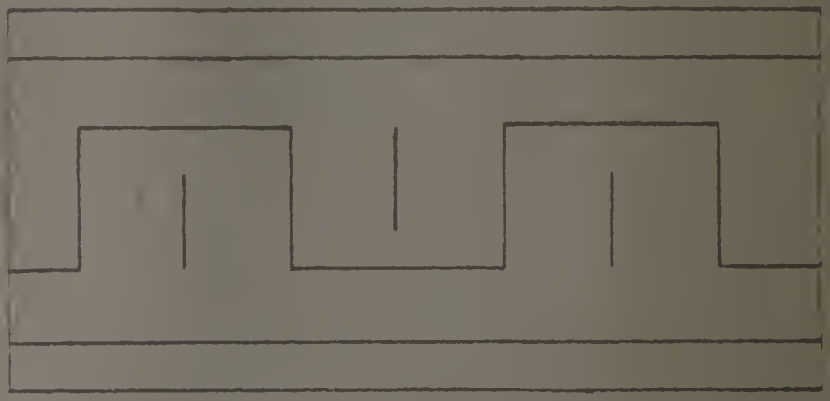

Fig. 62.

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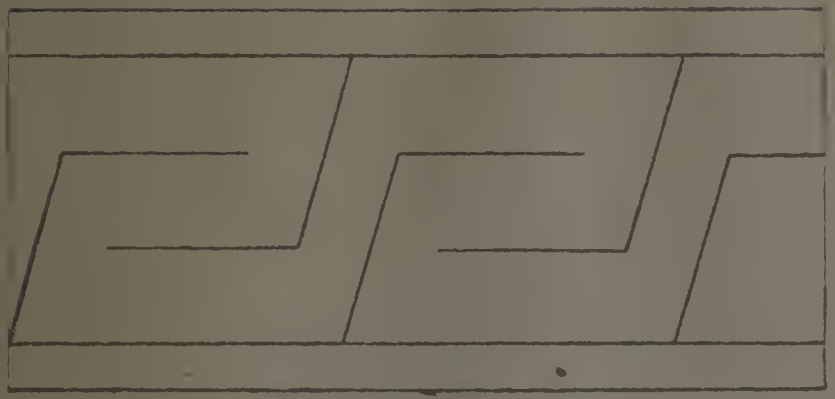

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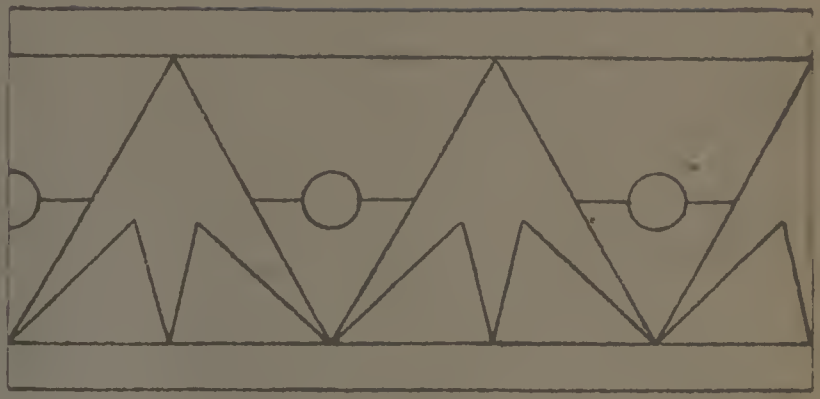

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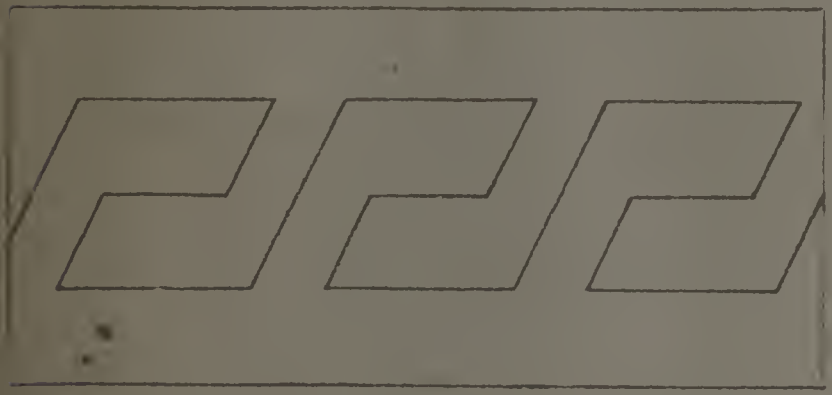
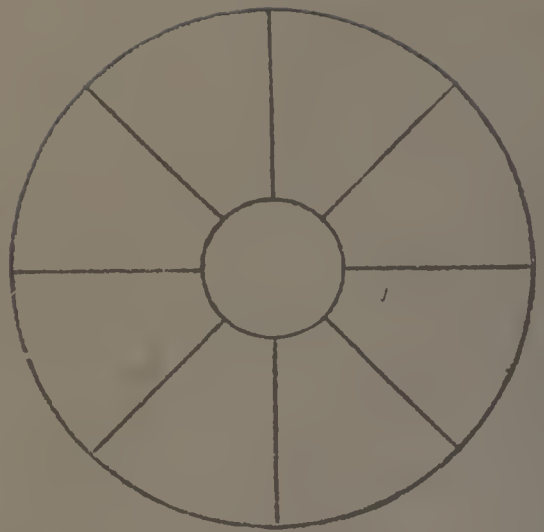


Fig. 65.

Fig. 66.



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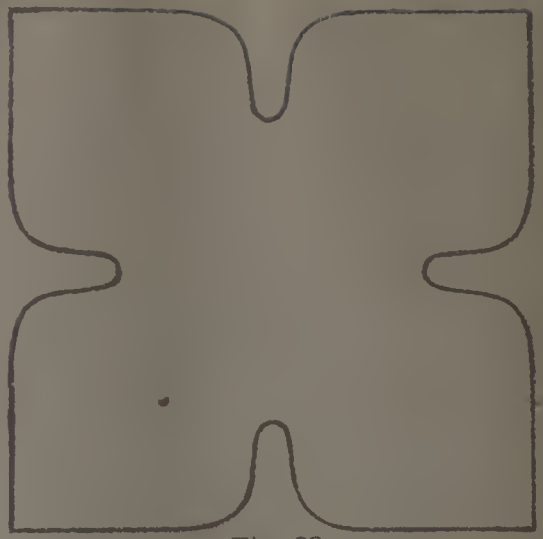

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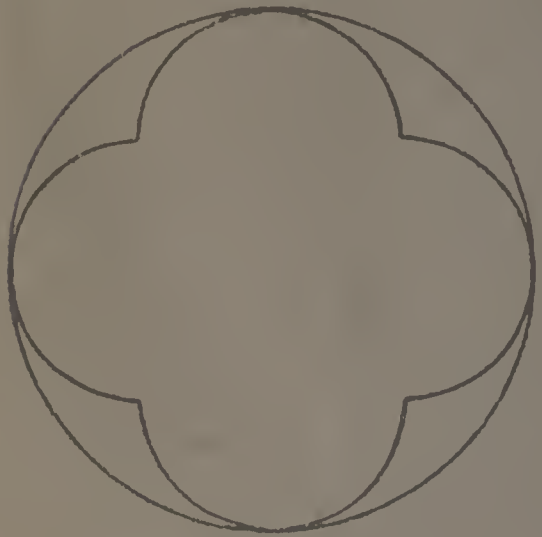

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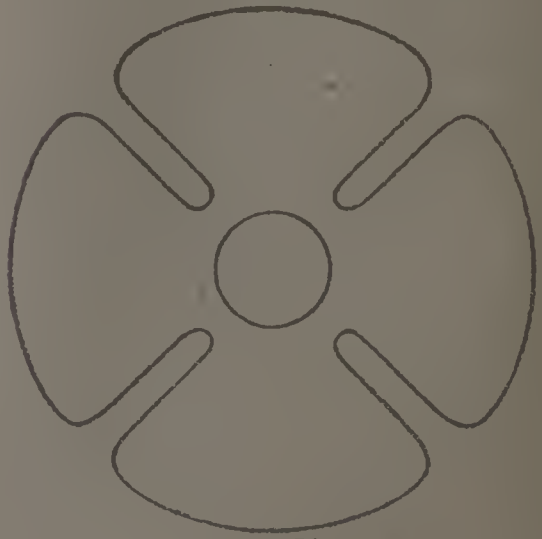

Fig 70

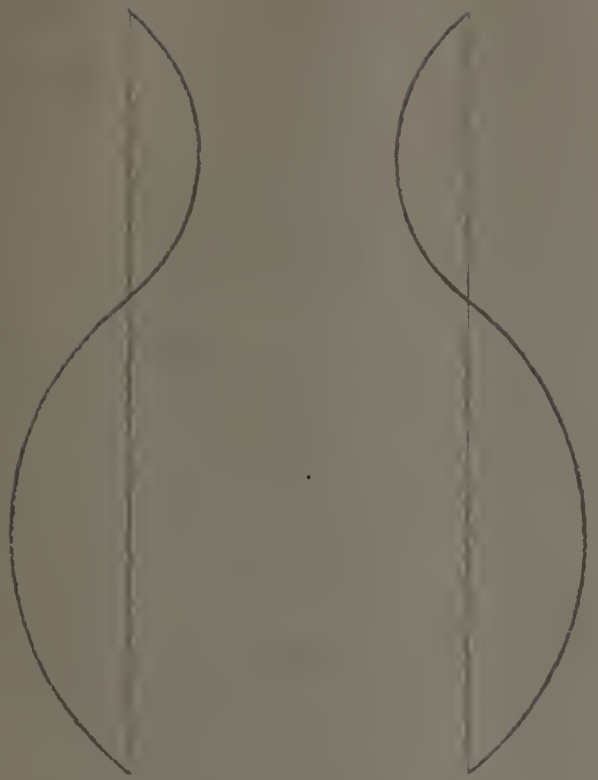

Fig. 71

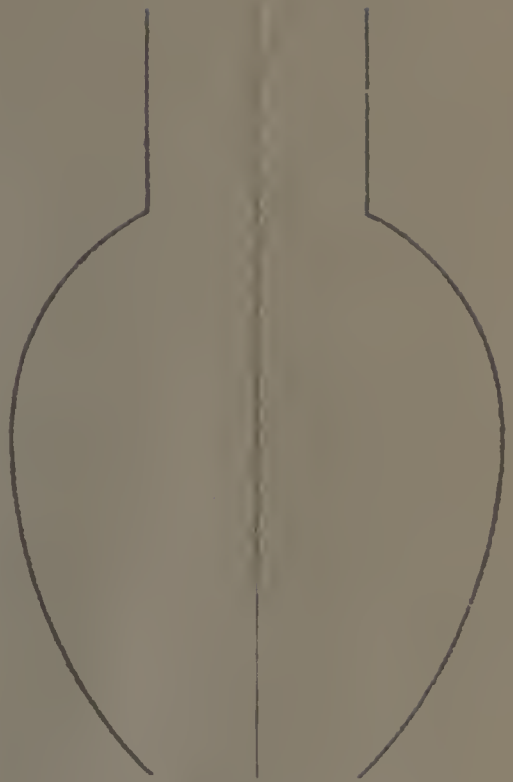

Fig. 72.

Fig. 73.

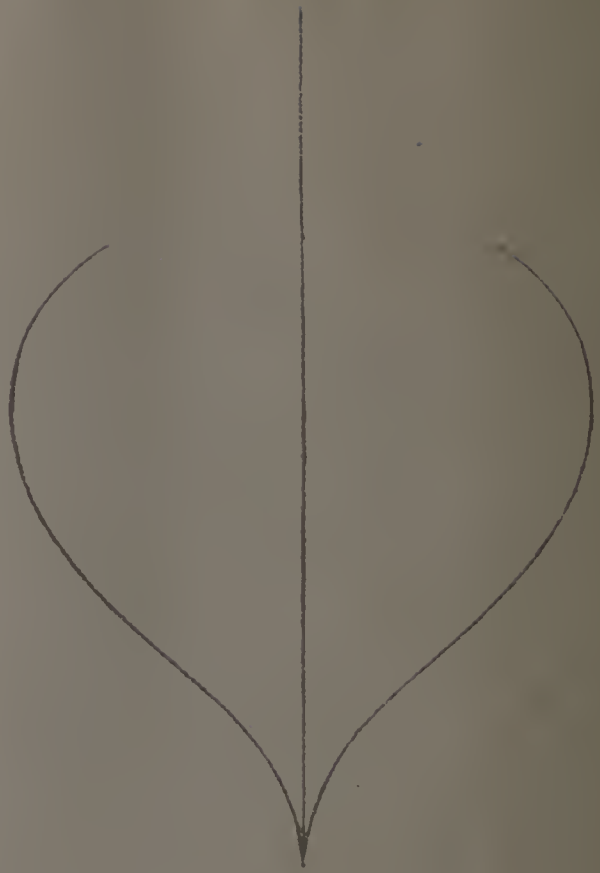

Fig. 74.

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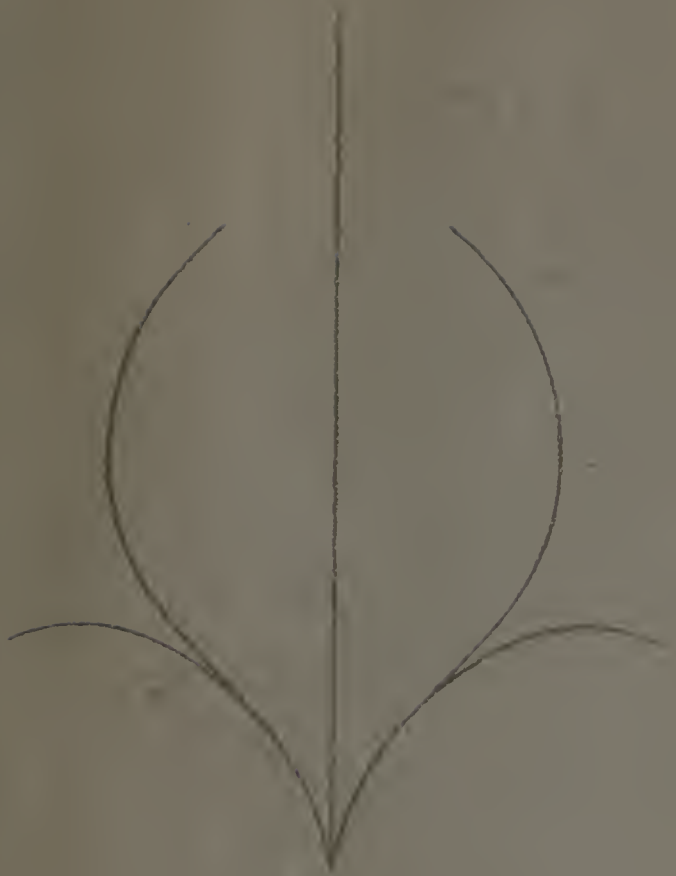

Fig. 75

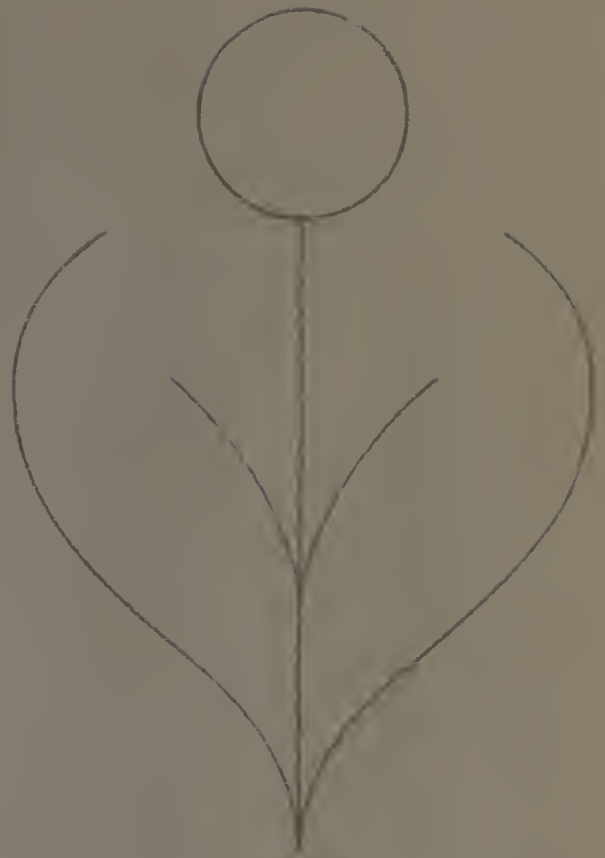

Fig. 76.

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